

Effective Practices

for
Students
with
Disabilities
that
Significantly
Affect
Function

Good teaching is good teaching!

Instructional strategies are sometimes presented as having been newly invented, or as being unique to a specific population of students. Further examination of those strategies leads you to discover they have a historical base and have actually been effectively used with a range of student populations. For example, the concepts of predictability and work systems can be traced to the methodologies used by William Cruickshank in the 1940s, and the concept of situational routines has been used with children who have severe cognitive disabilities since the early 1970s. Picture Exchange is based in the augmentative communication movement that originated in the 1960s – exchanging symbols that are meaningful to the student is nothing more than dialogue in an alternative form. What is important to understand is not the uniqueness of the technique, but applying the technique in a way that matches the learning characteristics and strengths of individual children.

Thus, good teaching is good teaching.

The attached rubric is a collection of ten well researched strategies that have been used with many different student populations. These strategies were selected because of their proven effectiveness both with children who have low incidence disabilities and with children who have other disabilities. This rubric has two purposes. First, it is a description of "best practice." Second, it is a tool to be used by individuals, teachers, whole schools or other programs, or by parents to examine the degree to which these strategies are employed. The 0 – 4 scale is a continuum to help practitioners understand their current use of these strategies and how to use them more effectively. Each item describes the essential elements of effective practices. The goal of the rubric is improved instruction for all students.

The ten effective strategies are:

1. All students participate in a longitudinal curriculum that is linked to the general curriculum.
2. Instructional strategies and goals should match the learning characteristics and strengths of each student.
3. Instructional environments should be predictable and understandable to every student.
4. Positive supports are used to increase each student's likelihood of success in varied settings and environments.
5. Data based decision-making is used to evaluate the student's satisfactory progress towards his/her desired outcomes.
6. Every student should have an effective communication system that matches his/her learning characteristics and strengths.
7. Development of social skills is embedded into natural contexts.
8. Students understand the components of each task and have a system for planning and organizing how to carry out both daily activities and longitudinal plans.
9. All students have the opportunity to make meaningful choices that increase their ability to participate in and to control their own lives, including choices based on interests and future expectations.
10. Families have meaningful input in designing programs and in selecting outcomes.

Good teaching is good teaching!

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A. Anthony Antosh
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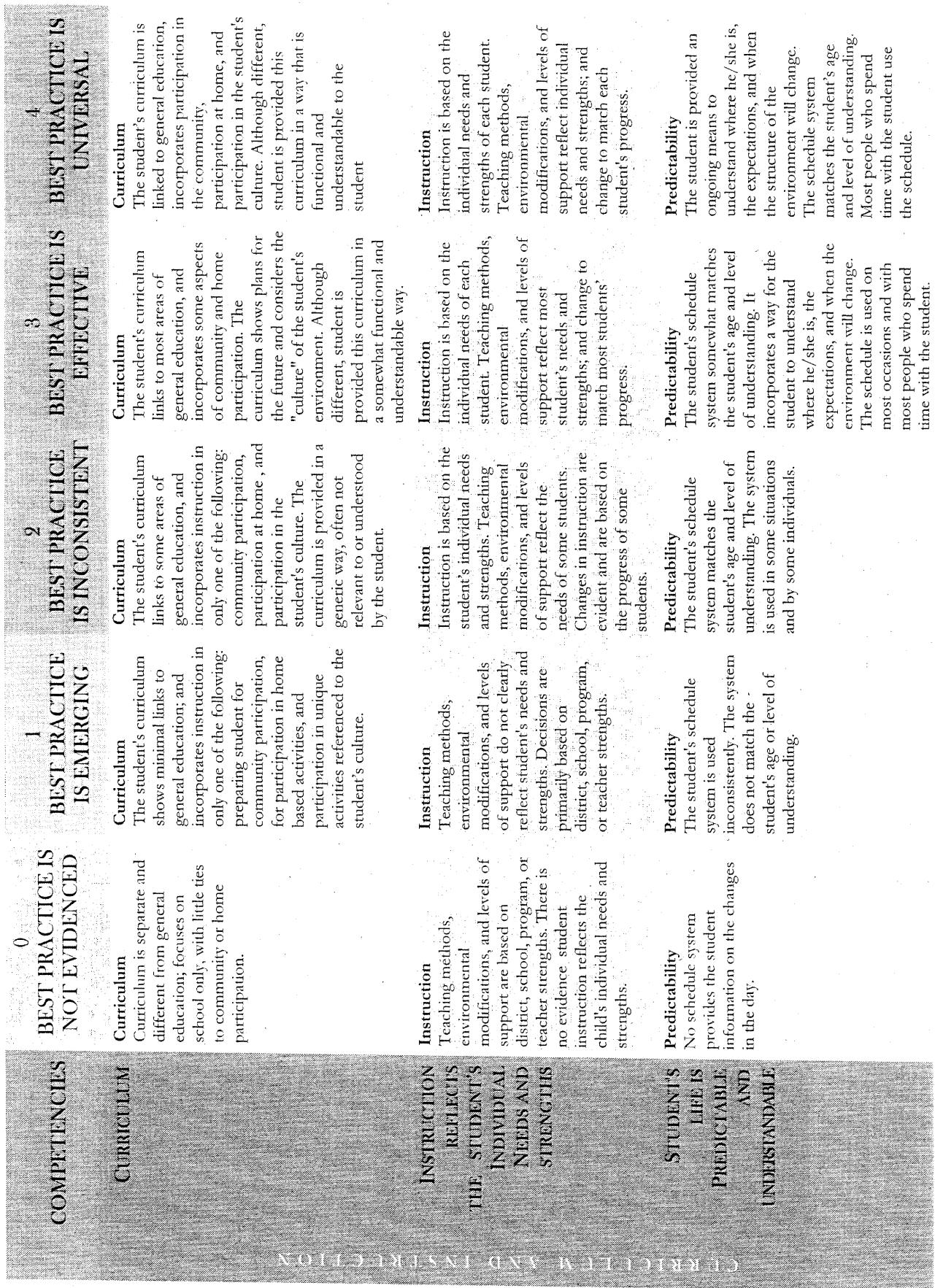
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Common Core Research-Based Practices for Students with Disabilities



**Continuum of Research-Based Effective Practices for Students with Disabilities
that Significantly Affect Function**

COMPETENCIES		0	1	2	3	4
		BEST PRACTICE IS NOT EVIDENCED	BEST PRACTICE IS EMERGING	BEST PRACTICE IS INCONSISTENT	BEST PRACTICE IS EFFECTIVE	BEST PRACTICE IS UNIVERSAL
POSITIVE BEHAVIORAL SUPPORT	Positive Behavioral Support					
BEST PRACTICE IS NOT EVIDENCED	Proactive environmental supports (schedules, behavior contracts, and social rules defining expectations) are not provided to the students. The same behavior management strategies are used for all students, regardless of the function of their behavior.	Positive Behavioral Support Proactive environmental supports are provided inconsistently. Functional Behavioral Assessments (FBA) are conducted for particular students, but are not used to direct the positive behavioral intervention plan.	Positive Behavioral Support Environmental supports are used in some situations by some people. Functional Behavioral Assessments (FBA) are conducted for particular students and direct the positive behavioral intervention plan in some situations/ settings with some people.	Positive Behavioral Support Environmental supports are used on most occasions by most people. Functional Behavioral Assessments (FBA) are conducted for particular students and direct the positive behavioral intervention plan in most settings with most people.	Positive Behavioral Support Environmental supports are used across contexts to prevent occurrences of challenging behavior and to promote appropriate skills.	Positive Behavioral Support Environmental supports are used across staff and across settings, based on a Functional Behavioral Assessment (FBA) are implemented consistently across staff and across settings.
STUDENT PROGRESS	Student Progress					
MAKES PROGRESS TOWARD GOALS	The student does not make progress toward goals identified in the IEP. The student's educational program does not change based on the student's lack of progress.	Student Progress Data is collected in limited areas of student education. Few program decisions are made based on documentation of student progress.	Student Progress Data is collected in limited areas of student education. Data reflects some progress toward identified goals. Student progress is considered in few program decisions.	Student Progress Data is collected in key areas of student education. Data reflects progress toward identified goals. Most program decisions are made with consideration of student progress.	Student Progress: Data is collected in key areas of student education. Data reflects progress toward identified goals. Program decisions are based on data and changes are made to support ongoing student development.	Student Progress: Data is collected in key areas of student education. Data reflects progress toward identified goals. Program decisions are based on data and changes are made to support ongoing student development.

CULTURE, CLIMATE AND TASKS/TECHNOLOGY

**Continuum of Research-Based Effective Practices for Students with Disabilities
that Significantly Affect Function**

COMPETENCIES		0	1	2	3	4
		BEST PRACTICE IS NOT EVIDENCED	BEST PRACTICE IS EMERGING	BEST PRACTICE IS INCONSISTENT	BEST PRACTICE IS EFFECTIVE	BEST PRACTICE IS UNIVERSAL
STUDENT HAS A WAY TO COMMUNICATE AND TO UNDERSTAND THE COMMUNICATION OF OTHERS	Communication	A communication system is selected for the student, but is not consistent with the student's strengths and needs. The system incorporates fewer than two pragmatic functions and does not change with the student's needs.	A communication system is selected that is somewhat consistent with the student's expressive and receptive abilities and communication abilities. The student receives assistance in learning the communication system. The system incorporates three or more pragmatic functions.	The communication system is consistent with the child's expressive and receptive abilities and preferences, but is not available for consistent use in some settings. The system incorporates six or more pragmatic functions. The student receives assistance in learning the communication system.	The communication system is consistent with the child's expressive and receptive abilities and preferences, but is not available for consistent use in some settings. The system incorporates ten or more pragmatic functions. The student receives assistance in learning the communication system.	The communication system is consistent with the student's expressive and receptive abilities and preferences, available for continued use throughout the day, understood by others, and can grow with the student's needs. The system incorporates ten or more pragmatic functions. The student and staff receive instruction on how to use the system.
STUDENT CAN EMBEDDED SOCIAL SKILL DEVELOPMENT	Social Skill Development	No opportunities are provided for practice and learning of social skills in an organized manner.	Social skills are learned and practiced at the class level rather than individualized to the needs of the student.	Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within the context of some activities with some people.	Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within the context of most activities with most people. Social skills are taught primarily in times of crisis.	Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within the context of most activities with most people. Social skills are taught primarily in times of crisis.
STUDENT CAN SELF-ORGANIZE AND PLAN TO MAXIMIZE ATTENTION	Student Organization and Planning	The student does not self-initiate. The student is often cue-dependent and waits for others to organize, plan and implement the conditions necessary for success in most situations.	The student recognizes the general requirements and conditions needed for success in few activities. The student has difficulty in both planning and implementation.	The student knows the requirements and conditions needed for success in some activities. The teacher provides occasional support to assist the students self-organize and plan. The student can carry out the plan for most routine situations.	The student knows the requirements and conditions needed for success in each activity, plans for the activity, and carries out the plan in both routine and novel situations.	The student knows the requirements and conditions needed for success in each activity, plans for the activity, and carries out the plan in both routine and novel situations.

Continuum of Research-Based Effective Practices for Students With Disabilities that Significantly Affect Function

COMPETENCIES	0 BEST PRACTICE IS NOT EVIDENCED	1 BEST PRACTICE IS EMERGING	2 BEST PRACTICE IS INCONSISTENT	3 BEST PRACTICE IS EFFECTIVE	4 BEST PRACTICE IS UNIVERSAL
STUDENTS' LEVEL OF INVOLVEMENT IN THEIR LIVES	Student Involvement Student involvement is teacher-controlled with little evidence of student-driven choices. Activities are controlled by others.	Student Involvement Child is provided few opportunities for student choice. The choices do not offer the child control in areas that are meaningful to the child. The child's involvement tends to focus on teacher-driven activities with minimal consideration to the student's wants and needs or future settings.	Student Involvement Student involvement is active and meaningful, and/or functional in some situations, and some involvement is based on the student's wants and needs.	Student Involvement Student involvement is active, meaningful, functional and applied to many situations. The student has some choices based on his/her wants and needs, and choices that will assist the student to generalize involvement into future settings.	Student Involvement Student involvement is active, meaningful, functional and applied to various situations. The student has many choices based on his/her wants and needs, and choices that will assist the student to generalize to future settings.
FAMILIES HAVE VALUED INPUT INTO PLANNING AND DECISIONS FOR THE STUDENT	Family Centered Practice School professionals make decisions regarding a student's education.	Family Centered Practice The family is provided few opportunities to participate in decisions related to their child. Key decisions are shared with the family.	Family Centered Practice Family input is valued, yet professional input often guides most decisions.	Family Centered Practice The family is invited to attend some meetings.	Family Centered Practice Families are considered equal partners in ALL activities that focus on their children. Shared responsibility is jointly decided. Families are considered valuable sources of information. Families are provided access to information that is consistent with family style and preference, and informed participation in their children's lives.
STUDENT AND FAMILY					

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